Science CRT summary results

Reports Provided

A. LEA Reports by Subject for 2006

% of students in each proficiency level at LEA level

Average percent correct in each reporting category

LEA

State

B. 2004, 2005, 2006 State Level CRT Results Summary

This compares performance at the state level across three comparable years. Comparable years meaning that the CRTs were

- measuring the same core curriculum (all cores had been adopted by the 2003-2004 school year)
- developed following the same blueprints (with minor variance from year to year)
- equated from year to year (setting cut scores for proficiency at comparable difficulty levels reflecting minor variance in the overall difficulty of the test forms)

C. Statewide % of students in each proficiency level

This information is provided to allow state to LEA comparisons.

How to analyze this data:

A. % Proficient

Definition: % of students, the statewide percent of students who scored proficient (level 3 and 4) on the CRT.

This is the best data to compare year to year. It is the result of the equating process and therefore allows us to compare results on tests that are theoretically identical in terms of difficulty. Overall proficiency is the only result of the equating processing. Any other comparisons from year to year are statistically highly suspect.

B. Average % of items correct in each reporting category.

Definition: For Standard, Objective, and ILO %'s, % of items correct, the statewide average across all students, % correct out of the stated possible raw score value.

This data should really only be compared relative to other reporting categories in each respective administration year. And even then, with caution, as one reporting category may have more difficult items than another reporting category.

Tests are equated at the overall level, not at the reporting category level. So changes of any kind from year to year in average % correct at the reporting category level are just as likely due to chance as to changes in student knowledge. There is typically a range of item difficulty on the science CRTs are all levels of reporting categories, however, this range is not consistent from year to year. Interpret with caution!

As well, the more items that determine the %, the more reliable the measure, and the more valid inferences of student knowledge are based on this information (e.g., inferences of student knowledge are more valid at the standard and ILO level than the objective level).